

Orangeburg 5 School District

578 Ellis Avenue
Orangeburg, SC 29115

| | | |
|-----------------------|------------------|--------------|
| Grades | PK-12 District | |
| Enrollment | 6,894 Students | |
| Superintendent | Mr. Melvin Smoak | 803-534-5454 |
| Board Chair | Dr. Kalu Kalu | 803-534-5454 |

THE STATE OF SOUTH CAROLINA 2008 ANNUAL DISTRICT REPORT CARD

RATINGS OVER 5-YEAR PERIOD

| Year | Absolute Rating | Growth Rating |
|-------------|----------------------|-------------------|
| 2008 | Below Average | Excellent* |
| 2007 | At-Risk | At-Risk |
| 2006 | Below Average | Below Average |
| 2005 | Average | At-Risk |
| 2004 | Average | Average |

* The District's 2008 Growth Rating was raised one level because of substantial improvement in the achievement of students belonging to historically underachieving groups of students. The Growth Rating may or may not have been affected by the performance of these groups in prior years.

DEFINITIONS OF DISTRICT RATING TERMS

- **Excellent** – District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- **Good** – District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- **Average** – District performance meets the standards for progress toward the 2010 SC Performance Goal
- **Below Average** – District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- **At-Risk** – District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

Percent of Student PACT Records Matched for Purposes of Computing Improvement Rating

Percent of students tested in 2007-08 whose 2006-07 test scores were located

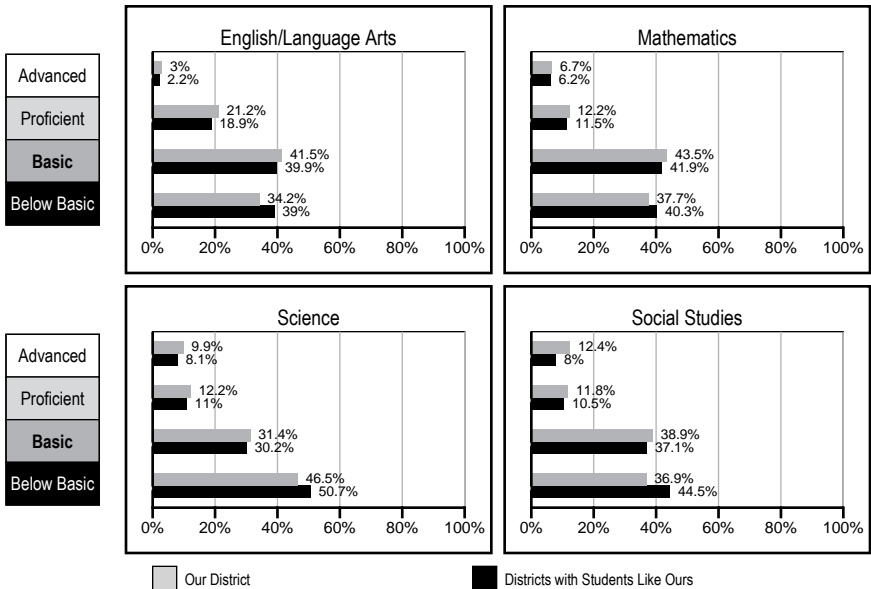
97.3%

ABSOLUTE RATINGS OF DISTRICTS WITH STUDENTS LIKE OURS*

| Excellent | Good | Average | Below Average | At-Risk |
|-----------|------|---------|---------------|---------|
| 0 | 0 | 2 | 7 | 7 |

* Ratings are calculated with data available by September 30.

Palmetto Achievement Challenge Tests (PACT)



* Districts with Students Like Ours are Districts with Poverty indices of no more than 5% above or below the index for the District.

Definition of Critical Terms

| | |
|-------------|---|
| Advanced | Exceeded expectations, Very high score, very well prepared to work at next grade level |
| Proficient | Met expectations, Well prepared to work at next grade level |
| Basic | Met standards, Minimally prepared, can go to next grade level |
| Below Basic | Did not meet standards, must have an academic assistance plan, the local board policy determines progress to the next grade level |

High School Assessment Program(HSAP) Exam Passage Rate: Second Year Student

| | Our District | | | Districts with Students Like Ours | | |
|----------------------|--------------|------|------|-----------------------------------|------|------|
| Percent | 2006 | 2007 | 2008 | 2006 | 2007 | 2008 |
| Passed both subtests | 68.6 | 68.7 | 71.0 | 62.1 | 66.1 | 72.3 |
| Passed 1 subtest | 12.8 | 18.6 | 15.7 | 17.0 | 17.6 | 15.6 |
| Passed no subtests | 18.7 | 12.6 | 13.3 | 21.0 | 16.3 | 12.1 |

End of Course Tests

| Percent of tests with scores of 70 or above on: | Our District | Districts with Students Like Ours* |
|---|--------------|------------------------------------|
| Algebra 1/Math for the Technologies 2 | 53.7 | 62.1 |
| English 1 | 50.6 | 47.4 |
| Physical Science | 48.1 | 35.4 |
| All Subjects | 53.1 | 49.5 |

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

District Profile

| | Our District | Change from Last Year | Districts with Students Like Ours | Median District |
|--|--------------|-----------------------|-----------------------------------|-----------------|
| Students (n=6,894) | | | | |
| First graders who attended full-day kindergarten | 79.2% | Down from 99.5% | 100.0% | 98.9% |
| Retention rate | 8.6% | Up from 5.8% | 5.2% | 4.0% |
| Attendance rate | 94.8% | Down from 95.3% | 95.3% | 95.6% |
| Eligible for gifted and talented | 3.8% | Up from 3.5% | 7.2% | 11.4% |
| With disabilities other than speech | 10.2% | Down from 11.2% | 11.5% | 10.5% |
| Older than usual for grade | 7.2% | Up from 3.5% | 6.8% | 4.5% |
| Out-of-school suspensions or expulsions for violent &/or criminal offenses | 0.9% | Down from 4.0% | 0.9% | 0.8% |
| Enrolled in AP/IB programs | 10.3% | Up from 9.9% | 6.0% | 10.3% |
| Successful on AP/IB exams | N/A | N/A | 27.3% | 56.0% |
| Eligible for LIFE Scholarship | 30.2% | Up from 1.0% | 26.7% | 31.1% |
| Enrolled in adult education GED or diploma programs | 35 | Down from 68 | 42 | 48 |
| Completions in adult education GED or diploma programs | 35 | Down from 43 | 17 | 27 |
| Annual dropout rate | 7.1% | Up from 5.3% | 4.4% | 3.8% |
| Teachers (n=570) | | | | |
| Teachers with advanced degrees | 68.1% | Up from 64.6% | 53.2% | 54.8% |
| Continuing contract teachers | 74.0% | Down from 75.6% | 66.4% | 73.9% |
| Teachers with emergency or provisional certificates | 9.7% | Down from 10.0% | 11.2% | 5.0% |
| Teachers returning from previous year | 90.0% | Down from 90.8% | 85.4% | 88.8% |
| Teacher attendance rate | 94.8% | Down from 95.3% | 94.7% | 94.9% |
| Average teacher salary | \$46,862 | Up 4.1% | \$43,147 | \$45,107 |
| Vacancies for more than nine weeks | 0.9% | Up from 0.7% | 0.9% | 0.5% |
| Professional development days/teacher | 14.1 days | Down from 15.9 days | 16.9 days | 15.2 days |
| District | | | | |
| Superintendent's years at district | 8.5 | Up from 7.5 | 2.8 | 3.0 |
| Student-teacher ratio in core subjects | 18.7 to 1 | Up from 17.6 to 1 | 18.5 to 1 | 20.2 to 1 |
| Prime instructional time | 87.7% | Down from 88.7% | 87.8% | 89.1% |
| Dollars spent per pupil* | \$10,808 | Up 7.3% | \$9,263 | \$8,666 |
| Percent of expenditures for teacher salaries* | 51.1% | Down from 52.2% | 49.5% | 53.1% |
| Percent of expenditures for instruction* | 55.0% | Down from 55.5% | 53.4% | 56.5% |
| Opportunities in the arts | Excellent | No Change | Excellent | Excellent |
| Parents attending conferences | 100.0% | No Change | 94.5% | 98.2% |
| Number of schools | 14 | No Change | 6 | 9 |
| Number of magnet schools | 13 | Up from 0 | 0 | 0 |
| Portable classrooms | 0.4% | Up from 0.0% | 4.3% | 4.3% |
| Average age in years of school facilities | 24 Years | Up from 23 Years | 29 Years | 26 Years |
| Number of schools with SACS accreditation | 14.0 | No Change | 5.0 | 8.0 |
| Average administrator salary | \$74,643 | Up 2.3% | \$73,111 | \$76,032 |

* Prior year audited financial data are reported.

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

Performance By Student Groups

| | HSAP Passage Rate by Spring 2008 | | End of Course Passage Rate | | Graduation Rate | | |
|------------------------------|-------------------------------------|--------|-------------------------------|-------|-----------------|-------|------------------------|
| | n | % | t | % | n | % | Met State Objective |
| All Students | 400 | 92.5% | 1189 | 58.7% | 474 | 82.1% | Yes |
| Gender | | | | | | | |
| Male | 188 | 89.4% | 550 | 57.5% | 231 | 77.5% | N/A |
| Female | 212 | 95.3% | 636 | 59.7% | 243 | 86.4% | N/A |
| Racial/Ethnic Group | | | | | | | |
| White | 30 | 100.0% | 70 | 71.4% | 38 | 84.2% | N/A |
| African American | 361 | 91.7% | 1105 | 57.7% | 424 | 81.6% | N/A |
| Asian/Pacific Islander | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Hispanic | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| American Indian/Alaskan | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Disability Status | | | | | | | |
| Disabled | 35 | 48.6% | 121 | 23.1% | 50 | 58.0% | N/A |
| Migrant Status | | | | | | | |
| Migrant | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| English Proficiency | | | | | | | |
| Limited English Proficient | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Socio-Economic Status | | | | | | | |
| Subsidized meals | 301 | 91.0% | 893 | 57.9% | 358 | 79.6% | N/A |

* n=number of students on which percentage is calculated. t=number of tests taken.

HSAP Passage Rate by Spring 2008

| | | |
|---------|--------------|-----------------------------------|
| | Our District | Districts with Students Like Ours |
| Percent | 92.5% | 90.6% |

On-Time Graduation Rate

| | | |
|--------------------|--------------|-----------------------------------|
| | Our District | Districts with Students Like Ours |
| Number of Students | 474 | 199 |
| Number of Diplomas | 389 | 144 |
| Rate | 82.1% | 74.4% |

College Admissions Tests

| SAT | Critical Reading | | Math | | Writing | | Total | | | |
|----------|------------------|------|------|------|---------|------|---------|------|-------|------|
| | 2007 | 2008 | 2007 | 2008 | 2007 | 2008 | 2007 | 2008 | | |
| District | 467 | 435 | 479 | 454 | 450 | 436 | 946 | 889 | | |
| State | 486 | 484 | 497 | 496 | 473 | 471 | 983 | 980 | | |
| Nation | 498 | 497 | 509 | 510 | 488 | 488 | 1007 | 1007 | | |
| ACT | English | | Math | | Reading | | Science | | Total | |
| | 2007 | 2008 | 2007 | 2008 | 2007 | 2008 | 2007 | 2008 | 2007 | 2008 |
| District | 15.5 | 15.6 | 17.7 | 17.3 | 16.5 | 16.6 | 16.8 | 16.8 | 16.7 | 16.7 |
| State | 19.0 | 19.2 | 19.8 | 20.1 | 19.8 | 20.0 | 19.5 | 19.7 | 19.6 | 19.9 |
| Nation | 20.7 | 20.6 | 19.8 | 21.0 | 19.8 | 21.4 | 19.5 | 20.8 | 19.6 | 21.1 |

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

School District Governance

| | |
|--|---|
| Board Membership | 4 trustees elected to single-member seats, 3 trustees elected to at-large seats |
| Fiscal Authority | District Board/County Board/Referendum |
| Average Number of Hours of Training Annually | 5.0 per board member |
| Percent New Trustees Completing Orientation | N/A |

District Superintendent's Report

Orangeburg Consolidated District Five has continued moving closer to making its academic goals a reality during the 2007-2008 school year, and the success the district realized is a result of the team concept used by our students, teachers, support personnel, administrators, the Board of Trustees, parents/guardians, and the community. This team ensured that every student in the district is the recipient of a high-quality education --- an education that not only enhances academic performance, but also molds good character, which, in turn, builds a strong foundation for their future success. The new "Unified Curriculum" strengthened the quality of the instruction provided to our students and enhanced students' ability to grasp the standards for their particular grade level and core subject area. We also improved our comprehensive professional development activities for teachers and support staff. Additionally, the district continued to intensify its recruiting efforts to attract, hire, and retain the most capable teachers, administrators, and support staff available. These efforts are working and are exemplified in the 27 times our schools have been designated Palmetto Silver or Gold, the National Blue Ribbon School of Excellence winner and school nominated for the Blue Ribbon Award for the coming year, the school honored by U.S. News and World Report as one of the best high schools in the nation, the 59 Palmetto Fellows qualifiers (minimum 1200 SAT score and 3.5 GPA) we have had since the program began, the 95 junior scholars and 17 Duke TIP students we have had over the past few years, and the \$30 million-plus in scholarships our students have earned over the past few years. Add to this the art students who have earned more international, national, and state awards and honors than any other school district in the state, including the Governor's School of the Arts, and it becomes glaringly obvious that we are shaping well-rounded students and good citizens. Furthermore, several of our programs have been used as national and state models; this lets us know we are on track with the implementation of our programs and their delivery to our students.

The Orangeburg community has a lot to be proud of when looking at this district and its accomplishments, for we work hard to ensure that students have the necessary tools to make them competitive. The district has taken great care to stay on the cutting edge of technology in hopes of fueling our students' desire to learn and preparing them for anything they may face as they grow into the future leaders who will keep this community viable in the 21st Century. We will continue to make sure our programs and the instruction we provide to our students are the best, and that they assist ALL of our students. Involving all stakeholders --- parents/guardians, students, teachers, support staff, and the community --- in the educational process continues to be of utmost importance to the district because we fully understand that we cannot achieve our goals without the assistance of each and every entity named above. The philosophy of this district is that "All children can learn and can be academically successful in spite of their socioeconomic status." For this to come into fruition, there must be partnership among the District, parents/guardians, and the community. Success can continue to be a part of our everyday existence with everyone's involvement and support. In the total scheme of things, there is truly nothing more important than educating the most important resource in the Orangeburg County community --- our children.

Melvin Smoak, Superintendent

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

No Child Left Behind

District Adequate Yearly Progress

No

This district met 13 out of 21 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

* Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

District Improvement Status

Corrective Action

The district missed AYP for four years. Sanction: The district implements corrective action(s).

Title I Schools' School Improvement Status

| School | Status | School | Status |
|---------------------------|---------|----------------------|--------|
| Bethune-Bowman Elementary | NI-HOLD | Brookdale Elementary | NI |
| Robert E Howard Middle | RP | Rivelon Elementary | CSI |

The Orangeburg 5 School District consists of 14 public schools with 4 of these schools, or 28.6%, in improvement status.

School Improvement Key

| | |
|-------|---|
| NI | Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice. |
| CSI | Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services. |
| CA | Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action. |
| RP | Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan. |
| R | Restructure-The school missed AYP after two years of corrective action. Sanction: Implement the restructuring plan. |
| DELAY | The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay." |
| HOLD | The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold." |

PACT Performance By Group

| | Enrollment 1st Day of Testing | % Tested | % Below Basic | % Basic | % Proficient | % Advanced | District % Proficient and Advanced* | State % Proficient and Advanced* | Performance Objective Met | Participation Objective Met |
|--|----------------------------------|----------|---------------|---------|--------------|------------|--|-------------------------------------|------------------------------|--------------------------------|
|--|----------------------------------|----------|---------------|---------|--------------|------------|--|-------------------------------------|------------------------------|--------------------------------|

English/Language Arts - State Performance Objective = 45.8% (Proficient and Advanced)

| | | | | | | | | | | |
|-----------------------------------|------|-------|------|------|------|------|------|------|-----|-----|
| All Students | 2962 | 99.7 | 34.1 | 41.6 | 21.3 | 3.0 | 35.0 | 48.2 | No | Yes |
| Gender | | | | | | | | | | |
| Male | 1515 | 99.7 | 42.0 | 37.5 | 18.5 | 2.0 | 29.1 | 41.7 | N/A | N/A |
| Female | 1447 | 99.7 | 25.7 | 46.0 | 24.2 | 4.1 | 41.3 | 55.0 | N/A | N/A |
| Racial/Ethnic Group | | | | | | | | | | |
| White | 281 | 98.9 | 28.6 | 39.1 | 25.4 | 6.9 | 46.0 | 60.0 | No | Yes |
| African American | 2629 | 99.9 | 34.6 | 42.3 | 20.6 | 2.6 | 33.6 | 31.7 | No | Yes |
| Asian/Pacific Islander | 20 | 100.0 | 11.8 | 11.8 | 64.7 | 11.8 | 76.5 | 70.4 | I/S | I/S |
| Hispanic | 29 | 96.6 | 54.5 | 22.7 | 18.2 | 4.5 | 36.4 | 38.4 | I/S | I/S |
| American Indian/Alaskan | 2 | I/S | I/S | I/S | I/S | I/S | I/S | 47.0 | I/S | I/S |
| Disability Status | | | | | | | | | | |
| Disabled | 476 | 99.6 | 66.8 | 23.3 | 6.3 | 3.6 | 12.9 | 16.0 | No | Yes |
| Migrant Status | | | | | | | | | | |
| Migrant | 3 | I/S | I/S | I/S | I/S | I/S | I/S | 38.1 | N/A | N/A |
| Limited English Proficient | | | | | | | | | | |
| Limited English | 20 | 95.0 | 57.1 | 14.3 | 21.4 | 7.1 | 35.7 | 36.6 | I/S | I/S |
| Socio-Economic Status | | | | | | | | | | |
| Subsided meals | 2471 | 99.7 | 37.6 | 41.9 | 18.3 | 2.1 | 30.7 | 34.0 | No | Yes |

Mathematics - State Performance Objective = 42.7% (Proficient and Advanced)

| | | | | | | | | | | |
|-----------------------------------|------|-------|------|------|------|------|------|------|-----|-----|
| All Students | 2962 | 99.7 | 37.5 | 43.6 | 12.2 | 6.7 | 29.0 | 45.8 | No | Yes |
| Gender | | | | | | | | | | |
| Male | 1515 | 99.7 | 40.3 | 42.2 | 11.5 | 5.9 | 27.4 | 45.6 | N/A | N/A |
| Female | 1447 | 99.7 | 34.5 | 45.0 | 13.0 | 7.5 | 30.8 | 45.9 | N/A | N/A |
| Racial/Ethnic Group | | | | | | | | | | |
| White | 281 | 98.6 | 31.6 | 37.2 | 19.4 | 11.7 | 43.3 | 59.0 | No | Yes |
| African American | 2629 | 99.9 | 38.2 | 44.3 | 11.5 | 5.9 | 27.4 | 26.9 | No | Yes |
| Asian/Pacific Islander | 20 | 100.0 | 5.9 | 35.3 | 17.6 | 41.2 | 58.8 | 71.3 | I/S | I/S |
| Hispanic | 29 | 96.6 | 45.5 | 36.4 | 4.5 | 13.6 | 27.3 | 38.1 | I/S | I/S |
| American Indian/Alaskan | 2 | I/S | I/S | I/S | I/S | I/S | I/S | 46.2 | I/S | I/S |
| Disability Status | | | | | | | | | | |
| Disabled | 476 | 99.4 | 67.4 | 24.9 | 3.4 | 4.3 | 13.1 | 17.1 | No | Yes |
| Migrant Status | | | | | | | | | | |
| Migrant | 3 | I/S | I/S | I/S | I/S | I/S | I/S | 32.5 | N/A | N/A |
| Limited English Proficient | | | | | | | | | | |
| Limited English | 20 | 95.0 | 50.0 | 28.6 | N/A | 21.4 | 21.4 | 38.1 | I/S | I/S |
| Socio-Economic Status | | | | | | | | | | |
| Subsided meals | 2471 | 99.7 | 40.7 | 43.9 | 10.6 | 4.8 | 25.4 | 31.4 | No | Yes |

* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PACT Performance By Group

| | Enrollment 1st Day of Testing | % Tested | % Below Basic | % Basic | % Proficient | % Advanced | District % Proficient and Advanced* | State % Proficient and Advanced* | District Attendance Rate | State Attendance Rate |
|-----------------------------------|----------------------------------|-------------|---------------|---------|--------------|------------|--|-------------------------------------|-----------------------------|--------------------------|
| Science | | | | | | | | | | |
| All Students | 1963 | 99.7 | 46.5 | 31.5 | 12.3 | 9.7 | 22.0 | 35.7 | 96.0 | 96.1 |
| Gender | | | | | | | | | | |
| Male | 999 | 99.6 | 45.6 | 30.9 | 13.1 | 10.3 | 23.5 | 37.4 | 95.8 | 96.0 |
| Female | 964 | 99.8 | 47.4 | 32.1 | 11.4 | 9.1 | 20.5 | 33.8 | 96.2 | 96.3 |
| Racial/Ethnic Group | | | | | | | | | | |
| White | 187 | 98.9 | 31.1 | 32.3 | 15.5 | 21.1 | 36.6 | 49.2 | 94.6 | 96.0 |
| African American | 1742 | 99.8 | 48.2 | 31.7 | 11.9 | 8.2 | 20.1 | 17.0 | 96.2 | 96.2 |
| Asian/Pacific Islander | 13 | 100.0 | 16.7 | 16.7 | 8.3 | 58.3 | 66.7 | 58.0 | 95.6 | 97.3 |
| Hispanic | 20 | 95.0 | 53.3 | 6.7 | 20.0 | 20.0 | 40.0 | 24.9 | 93.2 | 96.5 |
| American Indian/Alaskan | 1 | I/S | I/S | I/S | I/S | I/S | I/S | 37.4 | 84.6 | 94.6 |
| Disability Status | | | | | | | | | | |
| Disabled | 331 | 99.1 | 74.6 | 17.3 | 3.9 | 4.2 | 8.1 | 14.0 | 95.3 | 95.1 |
| Migrant Status | | | | | | | | | | |
| Migrant | 1 | I/S | I/S | I/S | I/S | I/S | I/S | 21.9 | 92.8 | 96.4 |
| Limited English Proficient | | | | | | | | | | |
| Limited English | 16 | 93.8 | 63.6 | N/A | 9.1 | 27.3 | 36.4 | 24.4 | 94.0 | 96.8 |
| Socio-Economic Status | | | | | | | | | | |
| Subsided meals | 1638 | 99.6 | 50.4 | 30.9 | 11.1 | 7.6 | 18.7 | 21.1 | 95.8 | 95.6 |

Social Studies

| | | | | | | | | | | |
|-----------------------------------|------|-------|------|------|------|------|------|------|------|------|
| All Students | 1945 | 99.7 | 36.8 | 39.1 | 11.7 | 12.4 | 24.2 | 34.0 | 96.0 | 96.1 |
| Gender | | | | | | | | | | |
| Male | 1001 | 99.5 | 38.7 | 35.5 | 12.6 | 13.2 | 25.8 | 36.6 | 95.8 | 96.0 |
| Female | 944 | 100.0 | 34.8 | 42.8 | 10.8 | 11.6 | 22.4 | 31.3 | 96.2 | 96.3 |
| Racial/Ethnic Group | | | | | | | | | | |
| White | 183 | 97.8 | 31.1 | 38.3 | 12.6 | 18.0 | 30.5 | 44.5 | 94.6 | 96.0 |
| African American | 1727 | 99.9 | 37.2 | 39.3 | 11.7 | 11.7 | 23.5 | 19.1 | 96.2 | 96.2 |
| Asian/Pacific Islander | 15 | 100.0 | 8.3 | 33.3 | 16.7 | 41.7 | 58.3 | 58.9 | 95.6 | 97.3 |
| Hispanic | 17 | 100.0 | 78.6 | 21.4 | N/A | N/A | N/A | 27.5 | 93.2 | 96.5 |
| American Indian/Alaskan | 2 | I/S | I/S | I/S | I/S | I/S | I/S | 32.7 | 84.6 | 94.6 |
| Disability Status | | | | | | | | | | |
| Disabled | 307 | 99.4 | 68.6 | 21.6 | 5.2 | 4.5 | 9.8 | 14.4 | 95.3 | 95.1 |
| Migrant Status | | | | | | | | | | |
| Migrant | 2 | I/S | I/S | I/S | I/S | I/S | I/S | 22.6 | 92.8 | 96.4 |
| Limited English Proficient | | | | | | | | | | |
| Limited English | 10 | I/S | I/S | I/S | I/S | I/S | I/S | 27.3 | 94.0 | 96.8 |
| Socio-Economic Status | | | | | | | | | | |
| Subsided meals | 1622 | 99.8 | 40.0 | 39.1 | 10.8 | 10.0 | 20.9 | 21.0 | 95.8 | 95.6 |

* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PACT Performance By Grade Level

| | Grade | Enrollment 1st Day of Testing | % Tested | % Below Basic | % Basic | % Proficient | % Advanced | % Proficient and Advanced* |
|-----------------------|-------|----------------------------------|----------|---------------|---------|--------------|------------|-------------------------------|
| English/Language Arts | | | | | | | | |
| 2007 | 3 | 489 | 98.0 | 18.1 | 40.0 | 37.3 | 4.6 | 41.9 |
| | 4 | 513 | 99.0 | 28.9 | 43.2 | 26.6 | 1.3 | 27.9 |
| | 5 | 479 | 99.6 | 36.6 | 47.0 | 15.8 | 0.7 | 16.5 |
| | 6 | 507 | 99.8 | 45.9 | 38.6 | 12.3 | 3.1 | 15.4 |
| | 7 | 471 | 99.4 | 44.2 | 40.0 | 14.5 | 1.3 | 15.8 |
| 2008 | 8 | 519 | 98.8 | 41.1 | 41.7 | 15.7 | 1.4 | 17.2 |
| | 3 | 557 | 99.5 | 20.4 | 39.0 | 32.9 | 7.7 | 40.6 |
| | 4 | 472 | 99.6 | 26.6 | 41.7 | 30.5 | 1.1 | 31.7 |
| | 5 | 495 | 99.8 | 35.5 | 48.7 | 15.2 | 0.7 | 15.9 |
| | 6 | 489 | 100.0 | 39.1 | 41.7 | 16.4 | 2.8 | 19.2 |
| 2008 | 7 | 481 | 99.8 | 43.7 | 40.8 | 13.7 | 1.8 | 15.5 |
| | 8 | 468 | 99.8 | 41.5 | 37.8 | 17.5 | 3.3 | 20.7 |
| Mathematics | | | | | | | | |
| 2007 | 3 | 489 | 98.6 | 29.3 | 50.7 | 15.0 | 5.0 | 20.0 |
| | 4 | 513 | 99.0 | 40.7 | 39.8 | 13.8 | 5.7 | 19.5 |
| | 5 | 479 | 99.6 | 38.8 | 47.0 | 10.2 | 4.1 | 14.2 |
| | 6 | 507 | 99.6 | 34.9 | 42.1 | 17.6 | 5.4 | 23.0 |
| | 7 | 471 | 99.6 | 31.9 | 49.3 | 10.3 | 8.5 | 18.8 |
| 2008 | 8 | 519 | 99.4 | 45.5 | 44.9 | 7.1 | 2.4 | 9.6 |
| | 3 | 557 | 99.5 | 37.1 | 42.9 | 9.4 | 10.6 | 20.0 |
| | 4 | 472 | 99.6 | 39.0 | 42.9 | 13.3 | 4.8 | 18.1 |
| | 5 | 495 | 99.8 | 37.2 | 43.8 | 13.2 | 5.7 | 18.9 |
| | 6 | 489 | 100.0 | 35.8 | 36.5 | 18.6 | 9.2 | 27.7 |
| 2008 | 7 | 481 | 99.8 | 36.1 | 49.0 | 8.6 | 6.2 | 14.9 |
| | 8 | 468 | 99.6 | 40.0 | 46.7 | 10.5 | 2.8 | 13.3 |
| Science | | | | | | | | |
| 2007 | 3 | 248 | 98.4 | 50.2 | 35.3 | 10.4 | 4.1 | 14.5 |
| | 4 | 513 | 99.0 | 52.2 | 30.5 | 12.7 | 4.6 | 17.3 |
| | 5 | 243 | 99.6 | 52.2 | 33.0 | 8.5 | 6.3 | 14.7 |
| | 6 | 250 | 99.2 | 57.2 | 31.4 | 6.4 | 5.1 | 11.4 |
| | 7 | 471 | 99.4 | 45.6 | 34.0 | 13.0 | 7.4 | 20.4 |
| 2008 | 8 | 259 | 99.6 | 48.6 | 42.1 | 6.5 | 2.8 | 9.3 |
| | 3 | 282 | 99.7 | 39.5 | 31.9 | 12.2 | 16.3 | 28.5 |
| | 4 | 471 | 99.6 | 41.8 | 33.3 | 13.8 | 11.0 | 24.8 |
| | 5 | 248 | 99.6 | 49.3 | 26.2 | 12.9 | 11.6 | 24.4 |
| | 6 | 245 | 100.0 | 62.8 | 18.1 | 11.9 | 7.1 | 19.0 |
| 2008 | 7 | 480 | 99.6 | 41.0 | 39.6 | 12.9 | 6.5 | 19.4 |
| | 8 | 237 | 100.0 | 55.5 | 29.8 | 7.8 | 6.9 | 14.7 |
| Social Studies | | | | | | | | |
| 2007 | 3 | 242 | 99.2 | 14.7 | 41.9 | 28.6 | 14.7 | 43.3 |
| | 4 | 513 | 99.0 | 35.3 | 44.7 | 12.5 | 7.5 | 20.0 |
| | 5 | 234 | 100.0 | 42.5 | 46.6 | 7.3 | 3.7 | 11.0 |
| | 6 | 262 | 99.6 | 30.1 | 47.5 | 15.7 | 6.8 | 22.5 |
| | 7 | 471 | 99.4 | 53.2 | 37.1 | 5.6 | 4.0 | 9.6 |
| 2008 | 8 | 258 | 99.6 | 39.3 | 51.2 | 7.4 | 2.1 | 9.5 |
| | 3 | 274 | 100.0 | 13.6 | 41.9 | 19.4 | 25.2 | 44.6 |
| | 4 | 471 | 99.4 | 28.5 | 37.2 | 17.5 | 16.8 | 34.3 |
| | 5 | 247 | 100.0 | 47.2 | 31.4 | 11.8 | 9.6 | 21.4 |
| | 6 | 244 | 100.0 | 31.0 | 47.4 | 8.6 | 12.9 | 21.6 |
| 2008 | 7 | 479 | 99.8 | 52.8 | 33.4 | 6.5 | 7.3 | 13.8 |
| | 8 | 230 | 99.6 | 43.3 | 50.5 | 5.2 | 1.0 | 6.2 |

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

HSAP Performance By Group

| | Enrollment 1st Day of Testing | % Tested | % Below Basic | % Basic | % Proficient | % Advanced | District % Proficient and Advanced* | State % Proficient and Advanced* | Performance Objective Met | Participation Objective Met |
|--|----------------------------------|----------|---------------|---------|--------------|------------|--|-------------------------------------|------------------------------|--------------------------------|
| English/Language Arts - State Performance Objective = 45.8% (Proficient and Advanced) | | | | | | | | | | |
| All Students | 507 | 97.4 | 15.0 | 36.7 | 34.4 | 13.8 | 59.7 | 69.7 | Yes | Yes |
| Male | 230 | 95.2 | 22.7 | 37.0 | 28.9 | 11.4 | 54.5 | 64.6 | N/A | N/A |
| Female | 277 | 99.3 | 9.0 | 36.6 | 38.8 | 15.7 | 63.8 | 74.8 | N/A | N/A |
| White | 24 | 100.0 | 9.5 | 28.6 | 33.3 | 28.6 | 76.2 | 81.7 | I/S | I/S |
| African American | 476 | 97.5 | 15.5 | 37.4 | 34.5 | 12.6 | 58.6 | 53.6 | Yes | Yes |
| Asian/Pacific Islander | 6 | I/S | I/S | I/S | I/S | I/S | I/S | 83.1 | I/S | I/S |
| Hispanic | 1 | I/S | I/S | I/S | I/S | I/S | I/S | 59.7 | I/S | I/S |
| American Indian/Alaskan | N/A | I/S | I/S | I/S | I/S | I/S | I/S | 65.5 | I/S | I/S |
| Disabled | 76 | 92.1 | 56.1 | 31.8 | 9.1 | 3.0 | 19.7 | 25.2 | No | No |
| Migrant | N/A | I/S | I/S | I/S | I/S | I/S | I/S | 40.0 | N/A | N/A |
| Limited English | N/A | I/S | I/S | I/S | I/S | I/S | I/S | 47.3 | I/S | I/S |
| Subsized meals | 402 | 97.8 | 17.2 | 38.0 | 33.3 | 11.5 | 56.0 | 55.1 | Yes | Yes |

Mathematics - State Performance Objective = 42.7% (Proficient and Advanced)

| | | | | | | | | | | |
|-------------------------|-----|-------|------|------|------|------|------|------|-----|-----|
| All Students | 507 | 97.2 | 23.6 | 34.7 | 28.7 | 13.0 | 53.8 | 67.2 | Yes | Yes |
| Male | 230 | 95.2 | 29.4 | 31.8 | 26.1 | 12.8 | 46.0 | 66.3 | N/A | N/A |
| Female | 277 | 98.9 | 19.1 | 37.1 | 30.7 | 13.1 | 59.9 | 68.0 | N/A | N/A |
| White | 24 | 100.0 | 4.8 | 33.3 | 38.1 | 23.8 | 81.0 | 79.6 | I/S | I/S |
| African American | 476 | 97.3 | 24.6 | 35.3 | 28.2 | 12.0 | 52.1 | 49.7 | Yes | Yes |
| Asian/Pacific Islander | 6 | I/S | I/S | I/S | I/S | I/S | I/S | 88.7 | I/S | I/S |
| Hispanic | 1 | I/S | I/S | I/S | I/S | I/S | I/S | 60.0 | I/S | I/S |
| American Indian/Alaskan | N/A | I/S | I/S | I/S | I/S | I/S | I/S | 69.5 | I/S | I/S |
| Disabled | 76 | 90.8 | 61.5 | 27.7 | 7.7 | 3.1 | 20.0 | 23.8 | No | No |
| Migrant | N/A | I/S | I/S | I/S | I/S | I/S | I/S | 46.7 | N/A | N/A |
| Limited English | N/A | I/S | I/S | I/S | I/S | I/S | I/S | 54.9 | I/S | I/S |
| Subsized meals | 402 | 97.5 | 27.2 | 33.7 | 28.7 | 10.4 | 50.9 | 53.1 | Yes | Yes |

Physical Science (End-of-Course Performance by Group)

| | | | | | | | | | | |
|-------------------------|-----|------|------|------|------|-----|-----|-----|-----|-----|
| All Students | 179 | 83.8 | 64.8 | 11.7 | 6.7 | 0.6 | N/A | N/A | N/A | N/A |
| Male | 82 | 69.5 | 51.2 | 6.1 | 11.0 | 1.2 | N/A | N/A | N/A | N/A |
| Female | 97 | 95.9 | 76.3 | 16.5 | 3.1 | N/A | N/A | N/A | N/A | N/A |
| White | 13 | 92.3 | 61.5 | 7.7 | 23.1 | N/A | N/A | N/A | N/A | N/A |
| African American | 163 | 82.8 | 64.4 | 12.3 | 5.5 | 0.6 | N/A | N/A | N/A | N/A |
| Asian/Pacific Islander | 1 | I/S | I/S | I/S | I/S | I/S | N/A | N/A | N/A | N/A |
| Hispanic | 2 | I/S | I/S | I/S | I/S | I/S | N/A | N/A | N/A | N/A |
| American Indian/Alaskan | N/A | I/S | I/S | I/S | I/S | I/S | N/A | N/A | N/A | N/A |
| Disabled | 14 | 78.6 | 78.6 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Migrant | N/A | I/S | I/S | I/S | I/S | I/S | N/A | N/A | N/A | N/A |
| Limited English | N/A | I/S | I/S | I/S | I/S | I/S | N/A | N/A | N/A | N/A |
| Subsized meals | 119 | 81.5 | 63.9 | 10.9 | 5.9 | 0.8 | N/A | N/A | N/A | N/A |

* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

Two-Year HSAP Trend Data

| | School Year | Enrollment 1st Day of Testing | % Tested | % Below Basic | % Basic | % Proficient | % Advanced | District % Proficient and Advanced* | State % Proficient and Advanced* |
|---|-------------|-------------------------------|----------|---------------|---------|--------------|------------|-------------------------------------|----------------------------------|
| English/Language Arts - State Performance Objective = 45.8% (Proficient and Advanced) | | | | | | | | | |
| All Students | 2007 | 546 | 94.9 | 15.0 | 40.9 | 31.8 | 12.3 | 61.1 | 70.7 |
| | 2008 | 507 | 97.4 | 15.0 | 36.7 | 34.4 | 13.8 | 59.7 | 69.7 |

| | | | | | | | | | |
|---|------|-----|------|------|------|------|------|------|------|
| Mathematics - State Performance Objective = 42.7% (Proficient and Advanced) | | | | | | | | | |
| All Students | 2007 | 545 | 95.2 | 26.7 | 31.5 | 28.5 | 13.3 | 51.9 | 62.2 |
| | 2008 | 507 | 97.2 | 23.6 | 34.7 | 28.7 | 13.0 | 53.8 | 67.2 |

Teacher Quality and Student Attendance

| | Our District | State |
|---|--------------|-------|
| Classes in low poverty schools not taught by highly qualified teachers | N/A | 1.8% |
| Classes in high poverty schools not taught by highly qualified teachers | 5.3% | 6.8% |

| | Our District | State Objective | Met State Objective |
|---|--------------|-----------------|---------------------|
| Classes not taught by highly qualified teachers | 4.3% | 0.0% | No |
| Student attendance rate, grades K-8 | 94.8% | 94.0% | Yes |

* Or greater than last year